DOCUMENT RESUME

ED 382 725 UD 030 409

AUTHOR Knapp, Michael S.; Woolverton, Sara
TITLE Social Class and Schooling.
PUB DATE 95
NOTE 22p.; Chapter 30 in the "Handbook of Research on Multicultural Education," p548-69. See UD 030 379.
AVAILABLE FROM Individual chapters not available separately.
PUB TYPE Information Analyses (070)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Community Characteristics; Curriculum Development; Disadvantaged Youth; *Elementary Secondary Education; Equal Education; Minority Groups; Models; *Multicultural Education; *Outcomes of Education; Postsecondary Education; *Social Class; Social Influences; Teaching Methods

ABSTRACT

No amount of wishing can eliminate the pervasiveness of social-class dynamics in the lives of teachers and students. Educators and students need clarity and insight regarding the presence, interplay, and power of social class in their encounters with one another. This paper addresses these social class dynamics within educational institutions, concentrating on elementary and secondary education, but referring to postsecondary education as well. The review first clarifies key terms and paradigms by discussing social class and alternative perspectives adopted by scholars in considering the relationships between society and schools. The enduring correlation between measures of social class and most measures of educational outcomes is discussed. The three succeeding sections consider how social class is related to: (1) the community context of schools, the social organization of the student population, and the teaching force; (2) the learner; and (3) the nature of the curriculum and instruction. The paper concludes with a review of the principal explanations for the pattern of differentiated schooling that emerges and an examination of promising directions for new research. (Contains 116 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****